

**THE ANALYSIS OF STUDENTS' PERCEIVED PROBLEMS IN  
MICROTEACHING CLASS AS DEPICTED IN THE STUDENTS'  
TEACHING JOURNALS**

**THESIS**

**Submitted in Partial fulfillment of  
The Requirement for the Degree of  
Sarjana Pendidikan**



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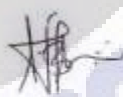
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# **THE ANALYSIS OF STUDENTS' PERCEIVED PROBLEMS IN MICROTEACHING CLASS AS DEPICTED IN THE STUDENTS' TEACHING JOURNALS**

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## **ABSTRACT**

Microteaching prepares student teachers with practical experiences during students' teachers' teaching period. Microteaching help develops confidence, guidance, support, and also opportunity to practice teaching skills. This paper discussed about the problems faced by student teachers as revealed in the teaching journals in microteaching class. This study is aimed to answer the research question "what are the problems that student teachers face in microteaching class as depicted in their teaching journals?" Nine student teachers from a private university in Central Java were selected as participants by the complete number of journal that they submitted and the data were collected through their teaching journals. The result of this study showed that student teachers face some problems in their mini teaching practices. The problems were revealed from their teaching journals mostly from weakness part. The problems were categorized based on Bartell (2004) categorized problems faced by beginning teacher. From the data collected, there were two main problems discussed along with the possible solutions. The problems are nervousness and time management. The other problems were briefly discussed, such as technical problem, classroom management and preparation.

**Keyword:** *Problems in microteaching, teaching journal, and student teacher*

## **INTRODUCTION**

Microteaching emerges for the purpose of preparing student teachers to be teachers. Since teaching is believed as an experience to be learnt during the students' teaching period. Ghafoor et al (2012) added that the purpose of microteaching is to provide students teacher with the opportunity of practicing teaching skills. They also

stated that microteaching helps student teachers to improve and develop both methods and skills in teaching such as introducing and closing the lesson effectively, and using teaching aids to make engaging teaching and learning process. Furthermore, Abbasi (2009) explained that microteaching help develops confidence also provides guidance, and support to the student teacher. Furthermore, Muray & Christian (2011) also believed that through teaching practices student teacher can reflect on their practice to make sense of it and in developing their own understanding.

Teaching English as foreign language in Indonesia is usually viewed as a stressful situation in which teachers may face many problems in the classroom setting (Dweikat, 2013). To cope with the problems requires educated teachers who are expert in their own field, as Saban & Coklar, (2013) implies that teacher has the key role in education process. Hence, undergraduate student teachers need to be trained with various methods and approaches to provide new experiences. Moreover, Ghanaguru, S., Nair, P., & Yong, C., (2013) state “one way to gauge student teacher’s understanding of pedagogical knowledge and theories taught is through microteaching”. Microteaching is also done to ensure that student teachers acquire sufficient skills to impart relevant knowledge and skills. Therefore, Yusuf (2006) emphasizes that teacher education is not only theoretical based, but it is also practice oriented. Meanwhile in a private university in Cental Java in educational program students have to take microteaching class to prepare them in the teaching practicum.



Microteaching provides three times teaching practices using different curriculum applied in Indonesia and applying the theories of teaching to prepare the students teacher to enter the 'real' school to do their teaching practicum. Since the aim of microteaching is to prepare student teachers with practical experiences, it becomes an integral part for teacher to have teaching experiences moreover reflect on student teacher strength and weakness in the teaching practices. Writing reflection is important to provide different perspectives about student teacher and how student teacher works, so they can learn about themselves more critically in terms of whom they are and how they teach. Furthermore, in this university student teachers need to write one teaching journal right after they finish their teaching practice. It includes strength and weakness of their teachings and the difficulties they face during their teaching practice, things that would improve if they teaching again, and comment from the teacher. It is clear that student teachers may encounter some problems trough the teacher preparation process. By writing teaching journal student teachers could explain their problems during the teaching practice.

The aim of this study is to find out the problems that student teacher encountered during their teaching practices in microteaching class by analyzing their teaching journals written right after they finish each of their teaching practice. This paper presents the result of study that explores the research question about what are the problems that students face in microteaching course as depicted in their teaching journals? The data are collected through their teaching journals. Teaching journals

will contain problem that student teachers faced in their teaching practice. This study will be useful for those who will take microteaching course. Through details explanation of the problems that commonly faced by student teachers in microteaching class and elaboration of the problems, students are expected to get a good description of microteaching and have background information about microteaching as a tool to enrich their teaching experiences. This study also gives and provides data collection for anyone who has a research related to microteaching class.

## **THEORITICAL FRAMEWORK**

### **A. Microteaching**

Microteaching is one of the most effective ways in training student teachers (Buyukkarci, 2014). Microteaching offers opportunities to student teachers in planning and implementing teaching strategies. Microteaching, as a type of teaching skill application is evolved through time (Wilson & I'Anson, 2006) and has become more applicable as technology has developed. Moreover, microteaching has an important role in the preparation of student teachers to be teachers because it holds the relationship between theory and practice. In addition, microteaching also provides a transition from theory to real teaching situation.

Microteaching method has been used since 1960s (Saban & Coklar, 2013). The prefix 'micro' comes from a Greek word meaning 'small'. In microteaching

practice, the number of student is less and the duration is short (5-30 minutes), that is why it is called as small teaching (Külahçı 1994, cited in Saban & Coklar, 2013). Benton (2001), Cruicksank and Metcalf (1993) affirmed that “microteaching is scaled-down teaching encounter in which pre-service teachers demonstrate their ability to perform one of several desirable teacher abilities to a group of 3-5 peers during short period of time”. From the definition above it can be concluded that microteaching is a teaching practice which has limited time, participant, and classroom situation. Trough microteaching class, student teachers are expected to learn some teaching skills –such as asking questions, managing discussion, and applying the principles of classroom management– and experience the teaching and learning activity. In addition, microteaching can encourage student teacher to think about their behaviors and skills in the classroom rather than having gained the experience trough trying and error.

In literature, Golightly’s (2010) study searched for the effects of microteaching on student teachers’ planning, design and implementation of learner-centered instruction in the classroom. He found that the trainees were more inclined to plan, design and implement learner-centered instruction. Another finding in the study (Golightly 2010: 241) was stated that microteaching also “gave students the opportunity to make thoughtful judgments on their own and fellow-students’ lesson presentations and help them to develop their teaching abilities. In addition, the results

of Golightly's study indicated that microteaching assists trainees to bridge the important gap between theory and practice".

Richard and Farrell (2011) proposed that the experiences in microteaching is intended not to simply provide an opportunity to master the experience that can trigger and deeper understanding of teaching through processes of critical reflection. The central focus of microteaching is on the students' personal ability to understand and reflect on the teaching. In addition, through writing reflection or teaching journal after student teachers conduct teaching practice they can be aware of their ability in teaching and the problems they face along with the possible solutions so that in the next teaching practice they can perform better. Richards et.al. (2002) define teaching journal is a written response to teaching events. In this case student teacher can reflect on their teaching practice in microteaching class to improve their understanding. Reflection can be done in many ways: individual reflection or group reflection, orally or written format. Having discussion with peers and also teacher can be used to promote reflective teaching and learning to teach.

To sum up, microteaching is as an important part of teacher training programs. It is seen as a training procedure that is aimed to simplify the complexities of regular teaching process. It also engages student teachers in practicing teaching tasks such as practicing and mastering certain teaching skills including lecturing, questioning, leading a discussion, mastering specific teaching strategies, and classroom management in order to deal with the problem they face during teaching

practice. By writing teaching journal, student teachers can promote their teaching strengths and weaknesses by using their own perspectives.

## B. Problems in Microteaching

Many recent studies on teaching practice reveal the challenges faced by student teachers. Bartell (2004) explored the challenges faced by beginning teachers, and categorized the challenges into seven categories. Those categories are procedural, managerial, psychological, instructional, professional, cultural, and political. Along with those categories Bartell also stated the example of the problems in the form of a table below.

**Table 1 New teachers needs addressed in Education Program (Bartell, 2004)**

<i>Category</i>	<i>Examples</i>
<b><i>Procedural</i></b>	<i>Familiarity with school and district procedures and expectations for personnel</i>
<b><i>Managerial</i></b>	<i>Classroom management strategies; time management; setting up the classroom; getting materials and supplies; scheduling; taking attendance; grading practices; keeping records</i>
<b><i>Psychological</i></b>	<i>Managing stress, gaining self-confidence; handling challenges and disappointments; transitioning from student to teacher role; attending to physical and emotional well-being</i>
<b><i>Instructional</i></b>	<i>Grade-level curriculum standards and expectations; lesson planning; instructional resources; assessing</i>

	<i>student progress and using results to shape instruction; using a variety of instructional practices; adapting instruction to meet individual student needs</i>
<b><i>Professional</i></b>	<i>Teaching norms and practices; appropriate boundaries and relationships between faculty and students; legal issues; the role of professional organizations; professional development opportunities</i>
<b><i>Cultural</i></b>	<i>Developing rapport with students and parents; understanding and appreciating environment; using community resources; valuing diversity; developing cultural proficiency</i>
<b><i>Political</i></b>	<i>Getting to know colleagues; contributing to extracurricular program; building relationships with colleagues, staff, and administrators; understanding the broader context of teaching and reform efforts</i>

In addition, Kabilan and Izzaham (2008) also explored challenges of Malaysian English Language Teacher along with the strategies to cope with those problems. Okobia et al. (2013) also listed fifteen major problems that student teacher faced during the teaching practice in University of Benin. The problems such as difficulty in managing students with different skills, the time allotment for teaching practice is short, lack of instructional materials and resources, and others.

Furthermore, Chung (2002) examines the challenges of effective teaching faced by student teacher through quality feedbacks from the supervisors and dialogues with the supervisor could assist student teachers in identifying and evaluating the



problems and establish developmental goals and self evaluating the strengths that can be used to improve plans for teaching. To sum this up according to Anupama (2009), the positive side of practicing teaching is to give sense of accomplishment to student teachers. They gain self confidence and improve their classroom management skills.

## **THE STUDY**

### **A. Context of the Study**

The setting of the study is in an English Language Education Program in a Faculty of Language and Arts in a private university in Salatiga, Central Java, Indonesia. The classes in English Language Education Program are conducted using English. The English Language Education Program prepares its students to be English teachers and for this reason the students are prepared to face the real classroom condition by practice teaching educational institutions in Salatiga and surround. In preparing student teachers' with teaching experiences student teachers' have to take micro teaching course. Before taking microteaching course, all students must have taken education related course like Introduction to Language Education, Teaching and Learning Strategies, Teaching English as Foreign Language, Curriculum and Material Development, and Language Assessment course.

All the education related courses equip them to do their teaching practicum in an educational institution in Salatiga later. Moreover in microteaching class, the

students will get the opportunities to apply what they have learned by doing peer teaching or it mini teaching for about 30-40 minutes and 10-20 students are involved. In their mini teachings, their friends pretend to be students. Each mini teaching is different because it prepares them to teach three different levels of educational system in Indonesia. Elementary School, Junior High School, and Senior High School using different curriculum applied in Indonesia: KTSP and 2013 curriculum. The students must be prepared for all levels because they do not know which school they are going to teach for their teaching practicum later. In the end of each mini teaching, the students have to write a teaching journal.

## **B. Participants**

The nine participants of the study were selected from a microteaching class in English Language Education Program using purposive sampling or criterion-based. There are six microteaching classes in English Language Education Program, but only one class was used. The participants chosen based on the criteria bellow:

1. Students who were in microteaching class and had passed Introduction to Language Education, Teaching and Learning Strategies, Teaching English as Foreign Language, Curriculum and Material Development, and Language Assessment class. It is assumed that if they have passed those courses.
2. Student who had written three teaching journals based on their mini teachings.

All names mentioned in this study are pseudonym, for the sake of their identity.

### **C. Instruments of Data Collection**

To answer the research question the data was collected from the student teachers' teaching journals. Student must write a teaching journal for each mini teaching they do. Therefore, each student had three teaching journals. Each journal was approximately 200-300 words typed, double spaced and using Times New Roman font size 12. The journal should contains the students' feeling about their teaching and their class, comments from their teachers, the strengths of their teaching, the weaknesses that they thought need to be fixed or improved, and how they would improve it.

### **D. Data Collection Procedure**

In collecting the data, the first step was asking the teacher/lecturer to give permission to conduct a research in his/her microteaching class. The second step was asking the agreement from the 9 students who has been chosen from the criteria above to let me read and use all their teaching journals. Each teaching journals that the student teachers write should describe the questions from the template that have been attached in the microteaching course handout.

### **E. Data Analysis Procedure**

In analyzing the data, there were several steps that I conducted. The first one, was observing their teaching practice. Second, I read the students' journals, then I highlighted the problems that they face in their mini teaching practice. After that, the data were coded and classified according to the subthemes in the students' teaching journals. Next, the data were presented in the form of table to show the categorized problems revealed in teaching journals. Then, the data were quoted as the supported evidences. The tabulated data bellow was made based on Bartell's category (2004) as shown in Table 1.

### **FINDING AND DISCUSSION**

The aim of this paper is to find out the problems that student teachers encounter during teaching practices in microteaching class. In this part, several explanations used to answer the research question related to the problems in microteaching class. The findings were developed from student teachers' teaching journals.

**Table 2** Problems found in mini teaching

<i>Category</i>	<i>Problems</i>	<i>Frequency</i>		
		<i>Mini Teaching 1</i>	<i>Mini Teaching 2</i>	<i>Mini Teaching 3</i>
<i>Procedural</i>	<i>Technical</i>	1	2	-
<i>Managerial</i>	<i>Time Management</i>	2	4	-
	<i>Class Management</i>	3	-	-
	<i>Preparation</i>	2	1	-
<i>Psychological</i>	<i>Nervous/Anxious</i>	8	1	1
	<i>Confused</i>	1	-	-
<i>Instructional</i>	<i>Lesson Planning</i>	1	-	-
<i>Professional</i>	<i>Voice Control</i>	1	1	-
	<i>Hand Writing</i>	1	1	-

From the data collected, there were two main problems that I could draw as the main themes by counting the two biggest ranks and the others were briefly explained in the overall problems by the following number. Those main themes are nervousness and time management. Each of these themes is presented and discussed below:

## **A. Nervousness**

As we can see in the table 2, the biggest problem experienced by student teachers in microteaching class was nervousness. Based on Psychology Dictionary (2006), nervous is having or showing feeling of being worried, anxious and afraid about what might happen. For example when someone is in the anxious situation we may face a fast heart rate, headaches, fast breathing, sweating, and others. Bartell (2004) categorized nervousness into psychological problems in microteaching class based on the table presented earlier. According to Kiggundu and Nayimuli (2009) nervous feelings can contribute to the making or discouraging of a student teacher in mini teaching. Below are the effects caused by nervous feelings along with the possible solutions.

### **1. The effects of nervous**

The first effect of nervousness experienced by the student teachers was forgetting things. When someone is in nervous situation he/she might have different reaction, based on his/her own personality. One of the reactions of nervous revealed in student teaching journal was forgetting things. Below is the teaching journal that shows the effect of nervous in teaching practice.

I really nervous talked in front of everyone. I was prepared everything, my material, my speech, but I forget everything in front of the class...  
(Sari, 2016)



From the quotation we can see that nervousness can make a student teacher dazed when he/she has to teach the students, even when the student teacher has prepared everything before the mini teaching.

Some excerpts from the journal explain further that nervousness led to forgetting some sentences and details.

... I felt extremely nervous, ... I often forgot my sentences every time I get nervous. (Star, 2016)

From the excerpt above, Star forgot some sentences that she wanted to say in front of her students because of nervousness. It cannot be denied that when someone is in a nervous situation and has to speak in front of people he/she usually forgets what she/he intends to say.

I forget to explain some details because I was nervous at that time. (Rosy, 2016)

Rosy added that when she was nervous she forgot some details in the mini teaching. From earlier excerpts, Sari, Star, and Rosy mentioned that nervous can cause them to forget everything that they have prepared, what they want to say, and the details of their teaching.

The third, effect of nervousness is slip of the tongue. Poullisse defined slip of the tongue as an accidental, non habitual variation from a speech (cited

in Wijayanti, 2012). Slip of the tongue also occurred when someone feels nervous. This finding could be explained by the quotation bellow.

When I'm nervous my tongue will often slip and it will make my pronunciation error. (Cahya, 2016)

As shown in the excerpt above student teacher faced the slip tongue when they were in the nervous situation.

## 2. Solution for nervousness

The possible solution for nervousness is being well prepared. A good preparation will lead to success.

I should have prepared everything... (Daisy, 2016)

From the quotation above Daisy realize that she did not prepare everything well and it makes her mini teaching worse than she was expected.

There are several factors which made it worse, such as the preparation... (Daisy, 2016)

Another student teacher also confirmed that a good preparation could be one of the solutions to overcome slip of the tongue during mini teaching.

... and prepared all that I need before I presenting, I think it was quite help me to be ready for my micro teaching. (Cahya, 2016)

The second solution is to practice more. Cahya added a solution to avoid slip of the tongue in her teaching journal.

Then, to avoid that I practiced my material for my second micro teaching and I suppose to practice it more specially for highlighting my pronunciation. (Cahya, 2016)

Furthermore, the third best possible solution for nervousness is not to be panic when encountering nervousness, instead stop, hold your breath, and spend some second to look at your notes. This is in line with Sari and Star as stated in their teaching journals:

...we should be more relax and calm and try not to freaking out when something doesn't go the way you (I) planned. (Star, 2016)

I guess I've learnt my lesson: always prepare lots of plans! (Yani, 2016)

From the above quotation Star wanted to say that having more than one plan is important in case what we have done is not same as what expected. This is in line with Cicek and Tok's (2013, p.15) argument stating that teacher should be prepared and have a back-up plan.

## **B. Time Management**

The second biggest problem found in the teaching journal is time management. Six student teachers experienced time management problem. Bartell (2004) based on table 1, categorized time management as managerial problems. Therefore, Kusnul and As'ad define time management as planning, organizing, tightening, and controlling time productivity (2013).

... I felt not good enough is the time management. I found there were so many activities to do... (Rosy, 2016)

The excerpt above shows that Rosy had so many activities to do and did not consider the time allotment. This problem also happened with her fellow peers. To deal with these problems, the student teachers prepared some solution.

“... I need to consider many things” (Yani, 2016)

The solution above might be in line with Chima (2013). She stated that it is a crucial part in time management is to decide appropriate and effective activities used. A student teacher's teaching confirmed this.

... What kind of activity would I choose? ...the questions which were popping in my head when I constructed my KTSP lesson plan. (Aurel, 2016)

In the excerpt above, Aurel said that in preparing the mini teaching, she chose the activities based on some consideration of the effectiveness of the activity. Therefore, Sue and Michael (2008) proposed 10 strategies to improve time management skills. One of them is using planning tools by writing down the tasks, schedule and memory joggers and carrying the planning tools. Sue & Michael also reminded teachers to remember to keep a list of their priorities in planning tool and refer to it.

### **C. Overall Problems**

This part discussed other problems occurred in microteaching class in brief. Other problems revealed in the student teachers' teaching journals are technical error, classroom management and preparation. Based on Bartell's categorized problems, technical error is categorized as procedural problems. Technical problems mainly involves malfunction (Karsenti & Collin, 2011), this problem become obstacles to the teaching practice. There are 3 student teachers who mentioned about technical problems.

...technical problem. The LCD does not work properly... (Tian, 2016)

I felt very terrible because of the technical problem I faced which was the projector didn't work well. (Uyung, 2016)

Both Tian and Uyung faced the same problems, the LCD did not work well. Technical problem is a part of preparation. Daisy also stated in her teaching journal that she was not well prepared so she also had technical problem in her teaching.

...my preparation was not really good... (Daisy, 2016)

To cope with this problem, Tian stated a possible solution.

I bring my laptop in front of my friends and let them see my PPT from my laptop's small screen. (Tian, 2016)

The excerpt above shows that Tian tried to deal with the problem by showing the PowerPoint slides to the student by placing his laptop closer to the students so the students could see and read the material had prepared before.

The second one is classroom management problem. Bartell (2004) categorized classroom management as managerial problem. Wong and Wong (2005) defined classroom management as the things that student teachers do to organize the pupils, space, time, and materials. There were three student teachers who wrote about classroom management. They realize that they did not manage the classroom well so that the students were busy talking and doing something unnecessary rather than paying attention to the student teachers.



...I did not have a good class management. Yes, the students were behaved, but somehow I think that they did not listen to me. (Daisy, 2016)

The excerpt above described that Daisy felt that the students were noisy and did not pay attention to the activity. These situations engage the student teachers to response quickly toward the situation in the classroom. For example, to deal with the students who were busy with their activity with the fellow students. To deal with those problems student teachers have to well prepare in doing mini teaching.

From the discussion above, it can be concluded that from mini teaching practice student teachers mastering classroom management including activities selection and giving instruction. In the second and third journal teaching student teacher do not mention about the problem that they face in the first teaching. This shows that student teachers also learn to solve the problems that they face, people believe that the best teacher is experience. Trough microteaching class, student teachers experiences to prepare their teaching practicum.

## CONCLUSION

This study attempted to answer the research question: what are the problems that student teachers face in microteaching class as depicted in their teaching journal? Therefore, it is hoped that the result of this study can help us to see the problems faced by student teachers in mini teaching practices and can prepare student teachers who will take microteaching course. After analyzing the data from the teaching journals collected, I found out that there are some problems faced by student teachers in microteaching class during mini teaching practices. Five categories of Bartell's (2004) problems were found in the student teachers' teaching journals. There are two biggest problems revealed in the student teachers' teaching journals, those are psychological problem that is nervousness, and managerial problem, that is time management. The problems were identified through teaching weaknesses in the teaching journals.

The first finding reveals that most student teachers were nervous when they did mini teaching practices. The nervousness affected student teachers' performance in the mini teaching. The effects of nervousness discussed were that student teachers forgot things that they had prepared and when they were nervous they often experienced slip of the tongue. The solutions for these problems are to prepared well, practice more, make notes, do not panic, spend some second to look at the notes, and have back-up plans.

Second finding is that six out of nine student teachers face time management problems when they did their mini teaching practice. The student teacher faced time management problem because student teachers had so many activities and were not aware of time allotment. The solutions of this problem were by choosing effective activities and listing priority activities.

The overall problems such as technical problem as a part of preparation problem, and classroom management were also revealed in the teaching journals. There were three student teachers who faced technical error when they did their mini teaching practices. To deal with the problem with LCD, student teachers showed the PowerPoint slides to the students by putting the laptop closer to the students. For the classroom management, there were three student teachers who felt that students were noisy and did not pay attention to the teaching and learning activity.

However, this study still has limitation. It is limited on the teaching journals' content. Some student teachers wrote the process of the teaching and the problems they faced along with the solutions, without clearly explaining it. Therefore, further studies might need to add the number of participants and interview, since the study merely relies on the student teachers' teaching journal.

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